**K-5 Math Lesson Plan**

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| **Teacher: Natsis, Anderson, Austin, Benson** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Know number names and the count sequence. | | | | **Corresponding Unit Task:** K.CC.2 Count forward beginning from a given number within the known sequence. | | |
| **Essential Question(s):**   * What does a number represent? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Book: Five Little Monkeys Jumping on the Bed * Flannel board * Flannel board pieces * Banana chips * Plate | | **Student:**   * Flannel board * Flannel board pieces * Banana chips * Plate | | | count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   * K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K. CC. 3 Write numbers 0-20. Represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects. * K. CC. 1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):**   * I can count from 0-5. * I can represent the numbers 0-5 with objects. * I can match numbers to objects 0-5. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read aloud “Five Little Monkeys Jumping on the Bed”. After read aloud, students will then sing a song and count down on fingers to represent numbers. Teacher will allow students to jump up and down five times to represent numbers 0-5. | | | | | |
| **Teacher Directed:** Teacher will lead students through activating strategy activities.Next, teacher will lead students through a short whole-group lesson focusing on the concept of counting 0-5 as well as forming the numbers and matching objects with numbers. Teacher will use flannel board with number pieces and character pieces to represent 0-5. | | | | | |
| **Guided Practice:** The children will be involved in a two-step guided practice. First, the children will review the teacher directed activity by coming to the flannel board and assisting with matching characters/objects to a specific number both in sequence and out of order. Second, the children will become “monkeys” and be placed in groups of five students. They will then act out the song of Five Little Monkeys Jumping on the Bed. Each time a “monkey” jumps off the bed, a student will fall down. This will help the children to master the skill of counting to 5 as well as getting a good visual representation of the concept. | | | | | |
| **Independent Practice:** The children will now become a “monkey” with banana chip counting. Using a small plate and five banana chips the students will count out a specific number of chips as well as touching and counting aloud each one correctly. After the children have practiced this and shown understanding they may eat their banana chips.  **Math Stations**   * Trace and paste number activity. * Make play dough numbers on top of number template. This will assist with fine motor skills as well. * Stamp and trace numbers 0-5. Next, the children will pair up and each group will receive a baggy with numbers 0-5. One partner will pull out a number and show it to the other partner. That partner will have to name the number and count to that number. * This is an assistant lead station. The assistant will call out a number and the children will form that number in the shaving crème on a small cookie sheet. * Using teacher made dot cards the children will partner up and place corresponding unifix cubes on top of given dots. They will then rote count how many cubes they placed on the dot card. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review counting 0-5 orally with the children. Through question and answer time the teacher will quickly assess if the children are mastering the skill. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5. * How many more monkeys will I need to have 10, etc? * Students can respond by writing/drawing the numbers. * Discuss/write/draw how you could “count on” bananas. | | | * Use numbers smaller than 5 as a target number. * Use hundreds boards with numbers so students can count as they color. * Use dot cards so students can count out the numbers. * Use numeral cards that students can tape or place on the chest of the “monkey”. | | | * Model the task as many times as needed. * Break up each task into individual components. * Use a smaller target number. * Teacher begins counting for the students to get them started. |
| **Assessment(s):** (1)Teacher observation; (2) Counting banana chips correctly; (3) Listen to students rote count to 5; and (4) Trace and paste station. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |